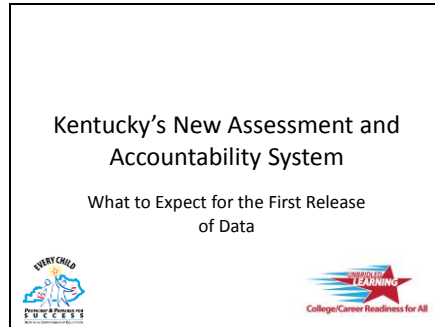
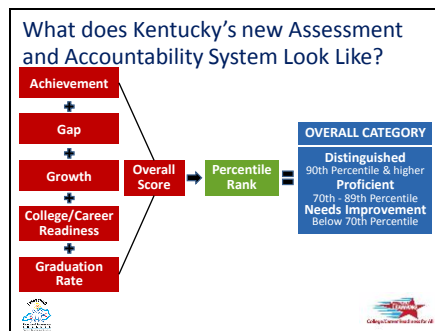


Slide 1



Slide 2



Kentucky's Unbridled Learning assessment and accountability system is designed to provide in-depth information about the performance of students, schools, districts and the state as a whole.

The system has five main components:

- Achievement – how students perform on state tests
- Gap – how students who traditionally under-perform compared to their peers are progressing
- Growth – how all students are making progress
- College/Career Readiness – how well schools and districts are preparing students for life after high school
- Graduation Rate – how many students are graduating on time

Points from each of these areas will be weighted and added together for an overall score, then rank-ordered and placed into percentiles. A school's or district's percentile ranking will determine its overall category.

Slide 3

	Elementary	Middle	High
Achievement	30%	28%	20%
Gap	30%	28%	20%
Growth	40%	28%	20%
Readiness for College/Career	n/a	16%	20%
Graduation Rate	n/a	n/a	20%

Each of the five main areas will count for a specific percentage of a school's score.

Slide 4

What tests do students take?

- ☐ **K-PREP** – grades 3 through 8; reading, math, science, social studies and writing; also writing in grades 10 and 11
- ☐ **ACT** – grade 11
- ☐ **EXPLORE** – grade 8
- ☐ **PLAN** – grade 10
- ☐ **End-of-Course Exams** – high school; English, U.S. History, Algebra, Biology
- ☐ **Advanced Placement Exams** – high school
- ☐ **NAEP Assessments** – 4th and 8th grades

We'll report data for many tests related to accountability – K-PREP, ACT, PLAN, EXPLORE and End-of-Course. We'll also provide information about Advanced Placement tests, the Stanford 10 norm-referenced test and the National Assessment of Educational Progress, or NAEP, tests in the School Report Card.

Slide 5

Labels Applied to Schools

- ✓ **Distinguished**
- ✓ **Proficient**
- ✓ **Needs Improvement**

Overall district scores are ranked in order; overall school scores are ranked in order by level – elementary, middle and high. Based on where they are in the order, schools and districts will fall into one of three main classifications:

Distinguished – the top 10 percent of districts or schools from a particular level (90th percentile)

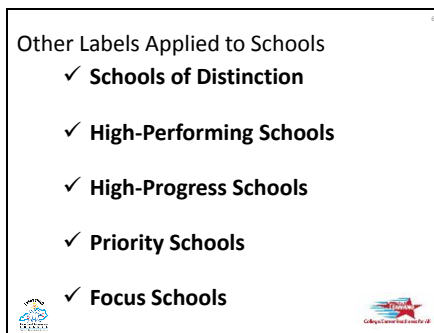
Proficient – in the top 30 percent of districts or schools from a particular level (70th percentile)

Needs Improvement – schools/districts falling outside of the Proficient or Distinguished categories and not

meeting their AMOs (at or below the 69th percentile)

Within each of these three main classifications, schools/districts meeting their AMOs, student participation rate for the “all students” group and each subgroup, and graduation goals also will receive a “Progressing” designation.

Slide 6





- **Schools of Distinction** are the highest-performing elementary, middle and high schools or districts – those with overall scores at the 95th percentile or higher.
- **High-Performing Schools** are elementary, middle and high schools or districts with overall scores at the 90th percentile or higher.
- **High-Progress Schools** are Title I and non-Title I schools showing the highest progress, as compared to their peers, and districts showing the highest progress, as compared to their peers.
- **Priority Schools** are schools identified as Persistently Low-Achieving (PLA) as defined by KRS 160.346
- **Focus Schools** are schools with low achievement gap scores; high schools with graduation rates below 60 percent for two consecutive years; and schools with low scores among student gap groups.

Slide 7

Tools to Help Schools Meet Accountability

A set of aspirational Delivery Targets for:

- ✓ Achievement, Gap, College/Career Readiness and Graduation Rate
- ✓ Targets will help schools stay on track to improve overall scores and meet AMOS.
- ✓ Reported publicly.



We've established Delivery Targets in Achievement, Gap, College/Career Readiness and Graduation Rate. These annual targets will give schools a "map" to help them stay on track to improve. The Delivery Targets are not formal parts of accountability, but will be reported through the School Report Card.

Each state goal is calculated using the same formula. For example, the state goal for College and Career Readiness (CCR) was computed using the following formula:

The state CCR baseline rate in 2010 is 34%. To compute the five-year goal, this rate is subtracted from 100 ($100 - 34 = 66$), then divided by 2 ($66/2 = 33$) and added back to the 2010 baseline score ($34 + 33 = 67$). This results in a state CCR five-year delivery goal of 67%.

School and district five-year delivery goals are calculated using the same formula, then divided by 5 to establish annual delivery targets. For example, a school with a 2010 baseline score of 34%, would have a five-year goal of 67%. The difference between the

school's baseline and five-year goal ($67 - 34 = 33$) is then divided by 5 ($33/5 = 6.6$) to give the incremental gains needed to meet the five-year delivery goal. This increase is added to the baseline score and also to subsequent years to create the annual delivery targets.

Slide 8

KENTUCKY SCHOOL REPORT CARD
Unfettered Learning. College/Career-Readiness for All

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Filter by: Achievement | Gap | Growth | Students by College/Career | Graduation Rate

Most Consistent Learners	Achievement		Gap		Growth		College/Career Readiness		Graduation Rate		Total
	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	
Elementary											
Middle											
High	69.0	13.8	25	5	50.5	10.1	64	12.8	81	16.2	57.9
District/State Average											

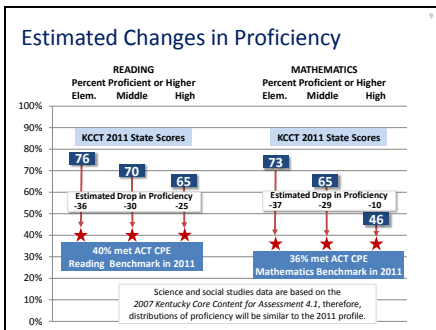
Weighted Score comes from Achievement, Gap, Growth, College/Career Readiness and Graduation points multiplied by the weights in the chart.

Weighted Score Summary comes from adding the weighted scores for each area.

	Grade Range	Achievement	Gap	Growth	College/Career	Grad Rate	Total
Shown as percentages							
Elem	30	30	40				100
Middle	28	28	28	16			100
High	20	20	20	20	20	100	100

Here's a visual representation of what the components of the overall score will look like – this snapshot shows how it will appear in Kentucky's new School Report Card.

Slide 9



Kentucky's adoption of the Common Core Standards in English/language arts and mathematics, coupled with the new Kentucky Performance Rating for Educational Progress (K-PREP) assessments tied to those standards, will lead to proficiency rates among students that are lower than what we've seen previously in the Kentucky Core Content Tests (KCCT).

These results cannot be compared to previous results, since we are assessing students on a different standard. The previous standard was basic proficiency on math and reading. The new standard

is college and career readiness.

We made the change to college and career readiness due to the competitive global economy that was the basis of 2009's Senate Bill 1, which required KDE and the Kentucky Board of Education to provide new standards and assessments that are internationally benchmarked.

The results of the Kentucky assessments are more closely aligned to results from the National Assessment of Educational Progress (NAEP). Those results report proficiency at a much higher level than most state tests. Being proficient on NAEP is similar to our new college- and career-ready proficiency. One could say that proficiency on NAEP and the new K-PREP is similar to getting a B or B+ and being advanced/distinguished is similar to an A.

Slide 10

How K-PREP Scores Will Be Reported

K-PREP scores are reported using international and domestic performance levels that align content standards and student performance levels of skills in reading, writing, and mathematics. Each year, students will receive a score in reading, mathematics, science, social studies, and writing. An overall score will also be calculated for each student.

LEVELS						
Level	Novice (Not Ready)	Novice (Ready)	Apprentice (Ready)	Proficient (Ready)	Advanced (Ready)	Distinguished (Ready)
State						
University						
College						

Kentucky Department of Education

In the new School Report Card, the K-PREP results will be reported much like the Kentucky Core Content Test results were reported. Data for the student performance levels – novice, apprentice, proficient and distinguished – will be provided for the content areas tested.

Data also will be reported for ACT, PLAN, EXPLORE and the Stanford Achievement Test, which is the norm-referenced component of the system.

Slide 11



KENTUCKY SCHOOL REPORT CARD
 Untold Learning. College/Career-Readiness for All

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Back To Report Card Search

State: **Kentucky** | Accountability | Assessment | Learning Environment | Priority Targets

School Address: **City, KY 40000** | School Name: **School District** | School Year: **2013-14**
 Phone: **502-555-5555** | School Location: **City, KY 40000** | School Code: **000000**
 Principal: **Name**

Internet: [Title I/Nonpublic English School - No Program](#) | Accountability Profile | [Read Generation Leaders \(2012\)](#)

School Contains High Grades

Overall Score	Percentile Rank in Kentucky	Classification	Rewards and Assistance Category
57.9	71	Proficient	

Overall Score	State Standard	2013 AMO	Overall Score	Made AMO	Student Testing Participation
57.9	3.0	60.9			YES

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Once Achievement, Gap, Growth, College/Career Readiness and Graduation Rate data have been compiled, weighted and translated into an overall score, schools will be placed in rank order. All elementary schools will be ranked, as will all middle and high schools, and percentile ranks will be calculated for all three levels. Then, each school will receive a classification and placed in a Rewards and Assistance Category.

Based on the overall score, an annual measureable objective will be calculated for 2013. That's a school's goal for the next year.



Slide 12

How the AMO Is Calculated

State Average for Elementary Schools: **50**
 Standard Deviation: **21**

Elementary School A's 2012 Overall Score: **29**
 Difference Between School A and State Average: **21** (one standard deviation)

School A's Required Improvement Over Five Years: **7** points (one-third of the standard deviation)

The AMO for 2013 is based on a statistical model that requires a school to have significant gain of scores over time. Technically, the AMO is based on a standard deviation, but that word is confusing for those not trained in statistics. Here's a way to think of it.

If the state average for elementary schools is 50, and there is a standard deviation of 21, it would mean a school's AMO would require the school to move seven points in five years. Kentucky's accountability model requires that schools improve $\frac{1}{3}$ of the standard deviation over a five-year period.

A more detailed example: School A has an overall score of 29 (21 points below the average of 50, or one standard deviation below the mean). School A would need to move from 29 to 36 in five years. Annually, the school would need to improve approximately 1.5

points a year.

Until the state averages are computed, we won't know the standard deviation or improvement goals needed for each school. In addition, since the system is new, we have no history that confirms or refutes whether the goals are too low or too high; however, the goals were set with knowledge of past improvement from other Kentucky testing systems. After year two of the program, the Kentucky Department of Education will study all data and make decisions about the goals.



Slide 13

How Gap Data Will Be Reported

Next-Generation Learners- Gap (Non-Duplicated)

Gap by Level

Subject	Elementary		Middle		High	
	NGLE Calculators	Points	NGLE Calculators	Points	NGLE Calculators	Points
Reading						
Mathematics						
Science						
Social Studies						
Writing						
Language Mechanics						
Total						



Kentucky's goal is 100 percent proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group — an aggregate count of student groups that have historically had achievement gaps.

Student groups combined include ethnicity/race (African American, Hispanic, Native American), Special Education, Poverty (free/reduced-price meals) and Limited English Proficiency that score at proficient or higher.

Slide 14

How Achievement Data Will Be Reported						
Next-Generation Learners- Achievement						
Achievement by Level						
Subject	Elementary		Middle		High	
	NAEP Calculation	Points	NAEP Calculation	Points	NAEP Calculation	Points
Reading						
Mathematics						
Science						
Social Studies						
Writing						
Language/Mathematics						
Total						

For each content area, one point is awarded for each percent of students scoring proficient or distinguished. One-half point is awarded for each percent of students scoring apprentice. No points are awarded for novice students.

The Kentucky Board of Education directed that a bonus for distinguished be added that does not mask or overcompensate for novice performance. To calculate the bonus, each percent distinguished earns an additional one-half point, and the percent novice earns a negative one-half point, so that when the distinguished and novice values are combined, the novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.

Slide 15

How Growth Data Will Be Reported						
Next-Generation Learners- GROWTH						
Level	Student Percent	READING		MATHEMATICS		READING AND MATHEMATICS
		Percent Meeting Typical or Higher Growth		Percent Meeting Typical or Higher Growth		Growth Points Total
Elementary						
Middle						
High						

Points are awarded for percentage of students that show typical or high rates of growth. The scale for growth would be determined at equal intervals. For elementary and middle schools, the calculation is completed for reading and mathematics where annual testing occurs (grades 3-8). Schools receive one point for each percent of students that show typical or high growth.



At high school, points are awarded for percentage of students showing growth when comparing student performance on PLAN (grade 10) to ACT (grade 11). The PLAN and ACT composite

scores in reading and mathematics are used for comparison.

Slide 16

How College/Career Readiness Data Will Be Reported

- Number of Graduates- Students with High School Diploma or Certificate of Attainment
- Number College-Ready
- Number Career-Ready Academic
- Number Career-Ready Technical
- Number Career-Ready Total
- Non-Duplicated Total
- Total number of graduates (high school diploma or certificate of attainment) College- and/or Career-Ready
- Percentage of graduates (high school diploma or certificate of attainment) College- and/or Career-Ready
- Accountability Points with Bonus





A readiness percentage is calculated by dividing the number of high school graduates who have successfully met an indicator of readiness for college/career with the total number of graduates. The indicators of readiness include student performance on the ACT, completion of college placement tests or attainment of career academic and technical benchmarks.

Slide 17

How Graduation Rate Data Will Be Reported



District	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	Count	Rate	Target	Count	Rate	Target	Count	Rate	Target	Count	Rate	Target	Count	Rate	Target
Alachua															
Duval															
Flagler															
Franklin															
Jefferson															
Leon															
Levy															
Madison															
Marion															
Monroe															
Nassau															
Oklawaha															
Orange															
Osceola															
Polk															
Putnam															
St. Johns															
St. Lucie															
Volusia															
Wakulla															
Walton															
Washington															
Wayne															
Yamoua															



Graduation rate data is the same data reported earlier and is based on the Average Freshman Graduation Rate.

What Does It All Mean?

- ❑ Senate Bill 1, passed in 2009, required new standards for core subjects. Standards are the basis for content that is taught in subjects like reading and mathematics.
- ❑ Kentucky and other states developed common standards for reading and math, so there would be consistency nationwide.



Remember that this is the first year for the new Unbridled Learning system. It's a baseline or a starting point. It may be tempting to try to compare results from previous years to this data, but that's not possible.

Senate Bill 1 required new standards for core subjects. Standards are the basis for content that is taught in subjects like reading and mathematics. Kentucky joined with other states to develop the Common Core Standards in reading and math, providing nationwide consistency in what children are learning.



These new standards also are focused on college and career readiness for all students. They will help teachers prepare students for a changing world and connect education with the economy and employment. They'll help principals with leadership, planning and making decisions that are best for students.

Our new K-PREP tests are aligned with the standards, meaning that the tests are different and may actually be harder in some ways.

Slide 19

What Does It All Mean?

- ❑ Kentucky's focus is college and career readiness for all students.
- ❑ The new standards will help teachers prepare students for a changing world and connect education with the economy and employment.





These new standards also are focused on college and career readiness for all students. They will help teachers prepare students for a changing world and connect education with the economy and employment.

Slide 20

What Does It All Mean?

- ❑ They will help principals with leadership, planning and making decisions that are best for students.
- ❑ The new Kentucky Performance Rating for Educational Progress (K-PREP) tests are connected to the new, tougher standards.





They'll help principals with leadership, planning and making decisions that are best for students.

Our new K-PREP tests are aligned with the standards, meaning that the tests are different and may actually be harder in some ways.

Slide 21

What Does It All Mean?

- ❑ K-PREP replaces the Kentucky Core Content Tests, which were given under the old CATS system.
- ❑ The tests are more challenging and are directly tied to college/career readiness.
- ❑ Students will experience more rigorous curriculum, instruction and tests.



K-PREP replaces the Kentucky Core Content Tests, which were given under the old CATS system. The tests are more challenging and are directly tied to college/career readiness. As a result, students will experience more rigorous curriculum, instruction and tests.

Slide 22

Kentucky's New Assessment and Accountability System

What to Expect for the First Release of Data

Questions? Send them to
lisa.gross@education.ky.gov.

